

Te Pikinga ki Runga: Raising Possibilities (Copyright © 2008 by S & A Macfarlane)

Strengthening cultural identity
Positively enhancing mana
Realising potential

HUAKINA MAI

Relationships with the whānau

OPENING DOOWAYS

Engagement with whānau

- ❑ Pace, place, people
- ❑ The appropriate use of time, space and boundaries
- ❑ The initial protocols we adopt
- ❑ Introducing oneself
- ❑ Sharing information about one-self
- ❑ Establishing reciprocity
- ❑ Building and maintaining trust
- ❑ How we express manaakitanga

Communication with whānau

- ❑ Clarity, nature, tone, mode

Collaboration with whānau

- ❑ Co-constructing, contributing

How will we engage, communicate and collaborate with the whānau?

Partnership

MAURI

Unique essence; untapped potential

Hononga
Relational

Hinengaro
Psychological

Tinana
Physical

Linking the culture of the whānau and the education context

How will the classroom 'culture' and ecology enhance the holistic wellbeing of the tamaiti?

Protection

HE TIKANGA WHAKAARO

A culturally responsive curriculum

EMPOWERING CULTURE

- ❑ Content integration
- ❑ Knowledge construction
- ❑ Equity practices
- ❑ Skilled providers
- ❑ Empowering organisational cultures

LISTENING TO CULTURE

Tātaritanga

- ❑ Making meaning
- ❑ Thinking

Manaakitanga

- ❑ Relating to others

Rangatiratanga / Whanuangatanga

- ❑ Managing self

Whaiwāhitanga

- ❑ Participating and Contributing

How will the classroom curriculum be culturally enhanced and responsive?

Participation